

*NCA Self Study*  
*Criterion 4 Documents*

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Eastern Illinois University

Year 2014

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Graduate Assessment Report 2013

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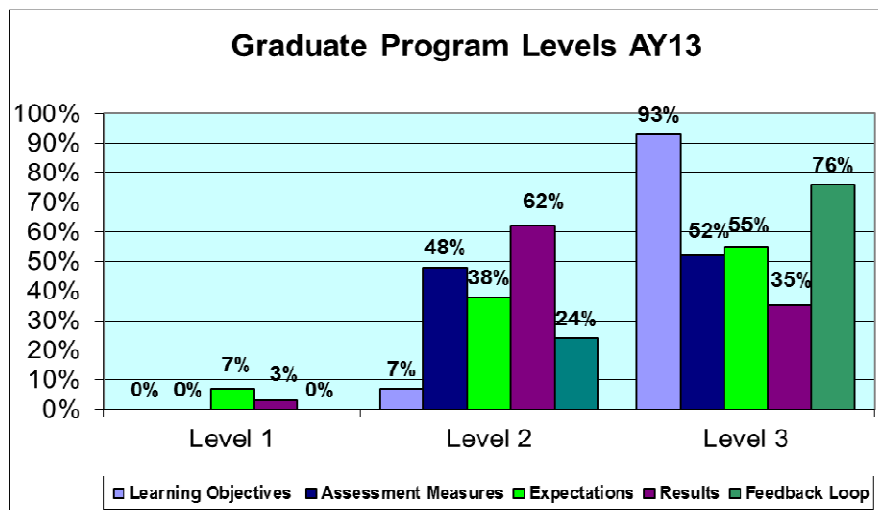
[http://thekeep.eiu.edu/eiunca\\_assessment\\_docs/14](http://thekeep.eiu.edu/eiunca_assessment_docs/14)

## Graduate Assessment Report AY13<sup>1</sup>

This report offers information concerning graduate program assessment at Eastern Illinois University. In AY13, twenty-four graduate programs submitted annual assessment plans to the Executive Director of the Center for Academic Support and Assessment (CASA). An additional five programs were not required to submit until 2014; their 2012 report information is included here.

The following graduate programs reported this year and are on a two-year reporting cycle, indicating mature plans (next report due June 15, 2015): M.S., Communication Disorders and Sciences; M.S., Technology; M.S., Counseling; M.S., College Student Affairs; M.S.Ed., Special Education; Ed.S., Educational Administration; M.S., Educational Administration; M.A., English. The following plans reported last year and are also on a two-year cycle: M.A., Clinical Psychology; Specialist, School Psychology; M.S., Family and Consumer Sciences—Dietetics; M.B.A., School of Business. Data from the 2012 two-year cycle plans are included here.

The following chart indicates the level of progress for the graduate programs by the five criteria on the primary trait analysis. These levels have been given to department chairs and coordinators on their 2013 Response to Summary Report. These responses are also on the assessment web site.



While our goal is to move more programs into level three in all categories, each year there are fewer and fewer programs still at level one, which does show progress. A chart listing progress by college is included as Appendix A. The best gauge of each program's progress is the analysis provided on the summary reports in Parts Two and Three.

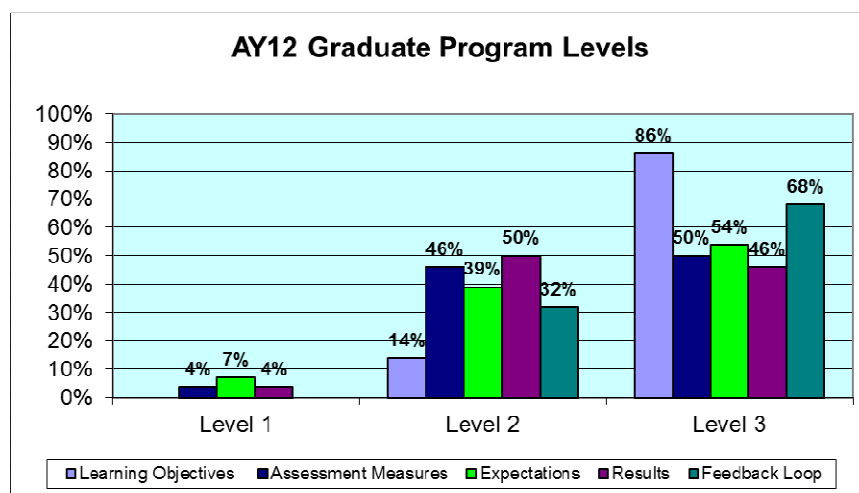
Several programs are making great progress at the graduate level. For the first time since Eastern has been using the PTA for program assessment, no graduate programs

<sup>1</sup> All information provided in this chart was taken from the annual assessment summaries submitted to the Director of CASA by July 9, 2013. Plans were due June 15, 2013.

are at level one for objectives, measures, and the feedback loop; two programs are at level 1 for expectations and one program for results. The percentage of programs at level three for all categories has grown steadily as well with 93% of graduate programs at that level for learning objectives and 76% at level three for the feedback loop. These categories tend to be the most stable and only change with vast changes in the curriculum or departmental leadership. Sustaining level three for assessment measures, expectations, and results can take several years while data are gathered, analyzed, changes made, etc. However, 52% of all graduate programs are at level 3 for measures, 55% for expectations, and 35% for results.

Plans cannot reach a level three designation in measures until they use both direct and indirect measures and employ multiple measures of assessment, so nearly half of plans are at level 2 with 48%. Reaching level three for results takes time; programs must display several years of collection and analysis of data and use data for program improvement in order to reach level 3 for the results section of the plan. It is not uncommon for programs to take several years to collect a cycle of data for a given program—especially for programs that involve alumni surveys. Currently, 35% of plans are at this mature level of gathering and using results and 62% are at level two.

The following chart shows the program levels in AY12 for the sake of comparison.

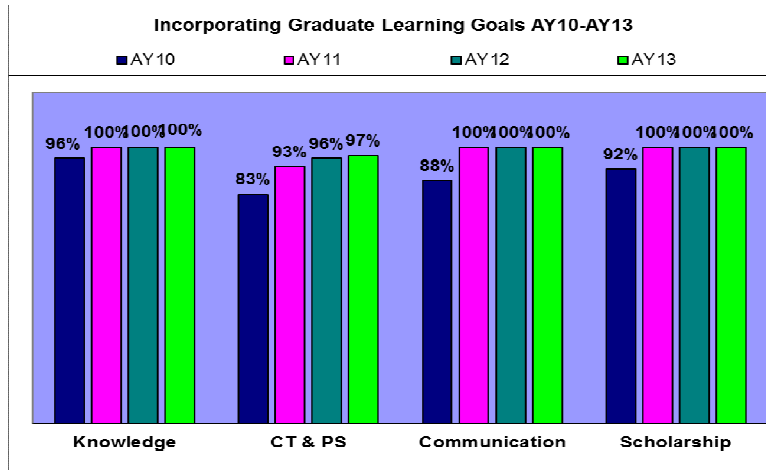


In addition to progress levels, the number of programs that incorporated the graduate learning goals was also tracked. These goals are:

- A depth of content knowledge (including technology skills and ethical behaviors)
- Critical thinking and problem-solving skills
- Effective oral and written communication skills
- Evidence of advanced scholarship through research and/or creative activity

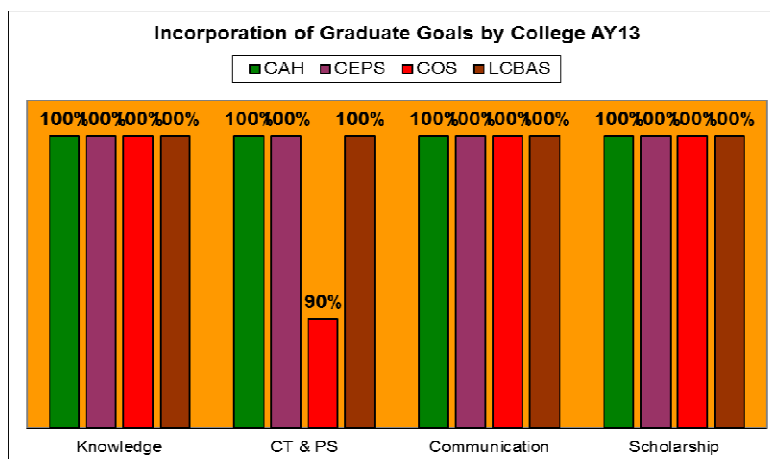
The percentage of programs currently incorporating these goals into their program objectives is given in the chart below:<sup>2</sup>

<sup>2</sup> These data are based on the assessment summaries and the Executive Director's understanding of those summaries and the graduate learning goals themselves.



This year, 100% of programs have adopted content knowledge, communication, and scholarship with only one program left to add critical thinking. As this chart shows, the graduate programs have been making steady progress over the last few years with their assessment plans.

The following chart shows adoption of graduate learning goals by college.



AY12 data has been included for comparison's sake.

